

SOCI 270: INTRODUCTION TO RURAL & ENVIRONMENTAL CHANGE

Fall 2009

T/Th 11:10-12:30, JRH



Dr. Teresa Sobieszczyk

Office Hours: T Th 3:45-5 p.m. and by appointment

Office: SS 305 **Mailbox:** SS 339

Telephone: (406) 243-4868

Email: teresa.sobieszczyk@umontana.edu

T.A.: Ms. Allyson Talaska

Office Hours: W F 9-10 a.m. and by appointment

Office: SS 3056

Telephone: (406) 239-4963

Email: allyson.talaska@business.umt.edu

COURSE DESCRIPTION

This course provides students with an introduction to the three sub-fields of the discipline of Sociology: Development Sociology, Rural Sociology, and Environmental Sociology. During the term, we will focus on several learning outcomes.

- Students will develop a sociological perspective and use it to begin to understand and compare theories, processes, and outcomes of economic and social development.
- Students will use sociological concepts, theories, and empirical evidence to explore selected social problems in rural areas. Social problems to be covered include drug production and trafficking, water shortages and the draining of the Ogallala Aquifer, poverty, and displacement and inequality wrought by economic development.
- Students will examine and compare and contrast the causes and social and environmental impacts of population growth, over-consumption, the treadmill of production, and development in U.S. and selected international contexts.
- Students will examine fair trade and sustainable development and evaluate the case of fair trade coffee as an example of sustainable development using theoretical and empirical evidence.

Students' performance will be evaluated based on three exams, three written papers, and attendance and preparation for and participation in class discussions and other classroom activities. This course counts as a required course for the Rural and Environmental Change option in Sociology, as a major content course for Sociology, and as a core course for the International Development Studies minor.

CLASSROOM ENVIRONMENT

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review on-line at <http://life.umt.edu/VPSA/name/StudentConductCode>

READINGS AND TEXT

Course readings are available through ERES. To access ERES for this course, go to the library catalogue under course reserves or at <http://eres.lib.umt.edu>. Click on "electronic reserves and course materials." Look up my last name and select SOCI270 as the course. The password you will need is SOCI270.

In addition, a paper copy of each reading is available from the reserve desk in Mansfield Library.

COURSE EXPECTATIONS AND REQUIREMENTS

Exams (total of 60%):

There will be three exams this term. They will cover the material in the preceding section (though clearly concepts, theories, and issues discussed in earlier sections may relate to the issues later in the course and so will still be

expected to inform your responses). Questions will be drawn from lectures, discussions, readings, and videos and may include multiple choice, short-answer, and/or essay questions. Make up exams will be considered on a case-by-case basis with *advanced* permission. You are not guaranteed the right to make up an exam, though I will try to be flexible given prior notice and reasonable circumstances. I reserve the right to deny a make up exam if the given situation warrants such a decision. If you miss one of the first two exams, make it up within one week of the regularly scheduled exam date or your grade for the exam will revert to a zero.

Class Participation, Preparation, & Attendance (10%):

The success of the course depends on you! In order to facilitate lively classroom interactions, I expect you to complete assigned readings prior to the class for which they are assigned and to be prepared to discuss them in class. Class attendance will be counted, and participation will be assessed through various in-class exercises, discussions, and/or quizzes. Your ecological footprint summary will count towards class participation. Keep in mind that missed quizzes, discussions, and attendance cannot be made up, which ultimately lowers your grade. If you are habitually tardy, your course grade will be lowered. Students who miss a class should be sure to obtain the class notes and announcements from a fellow classmate.

Class Papers (total of 30%):

You will write three papers this term. Please be sure to save them in more than one place and to print them out the night before they are due in case you have printing problems. Assignments submitted late will be accepted if they are submitted within one week of the date originally due, but grades will be lowered one letter grade from what they otherwise would have received. *If they are submitted more than one week late, the grades will revert to zero.*

A. Learning from Ladakh Video Reflection (5%):

In class, we will watch the video “Ancient Futures: Learning from Ladakh,” which considers how modernization and globalization have impacted the rural farming society of Ladakh. You will write critical responses to questions about the video. The questions and guidelines for the write up will be distributed in class. Due at the beginning of class on 9/10/09.

B. U.S. Food Aid Summary and Critique (10%):

Read and analyze the report assigned for 10/22. Then write a 2 - 3 page report (type written and double spaced, using 11 or 12 point font) summarizing (a) the main problems associated with U.S. Food Aid described in the report and (b) the ways the authors suggest to improve U.S. Food Aid. Then (c), write a paragraph explaining whether or not you agree with the report and why. Due at the beginning of class on 10/22/09.

C. Fair Trade and Sustainable Development of Coffee Analysis (15%):

Using material from the readings, lecture, and video from class 11/19-12/3 (no outside resources needed), write a 3-5 page paper (type written and double spaced, using 11 or 12 point font) defending or refuting ONE of the following statements:

1. “Fair trade” coffee production in Nicaragua and Mexico is not sustainable in the long run.
2. In small scale coffee production in Nicaragua and Mexico, the focus on “fair trade” issues undermines (or diverts attention from) efforts to protect the environment.

Further guidelines will be distributed and discussed in class. We will also have small group discussions and a writing workshop on 12/3 to help you prepare strong arguments for your paper. Due by 5:00 p.m. on 12/10/09.

GRADING:

3 Exams	60 percent
Class Participation, Attendance, Global Footprint, & Preparation	10 percent
Ashes in the Forest Video Analysis	5 percent
U.S. Food Aid Summary and Critique	10 percent
Fair Trade and Sustainable Development of Coffee Analysis	<u>15 percent</u>
Total	100 percent

Students taking this course credit/no credit must earn a C- or above to receive credit for the course. Keep in mind that this term we will have plus and minus grading. (A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82)

OFFICE HOURS

Please feel free to drop by during my scheduled office hours. If it is impossible to meet during office hours, we can speak before or after class or at a mutually convenient appointment.

STUDY GROUPS

You are strongly recommended to meet informally in study groups to discuss course materials. Students who participate regularly in such groups tend to do better on exams. (Keep in mind that assignments **must** be written individually, even if you discuss them as a group!)

SOCI 270 Introduction to Rural and Environmental Change Fall 2009 Reading/Assignment Schedule
(subject to change)

Videos listed below will be shown in class! Readings should be completed before the class for which they are assigned.

ML = video in Mansfield Library TS = video in Dr. Sobie’s video library

Week/ Date	Day	Topic, Readings, Assignments
Week 1 9/1 9/3	T R	Course Introduction: What’s in a Name? Development Sociology, Rural Sociology, and Environmental Sociology <u>DEVELOPMENT SOCIOLOGY</u> Development Theories: A Brief Introduction <i>Reading:</i> (1) Kendall, Diane. 2010. “Global Stratification.” In <u>Sociology in Our Times</u> , 7 th ed., 252-278. Belmont, CA: Wadsworth. Note: This may not be available on ERES, so extra copies are available on Dr. Sobie’s office door, SS 305, for you to borrow and photocopy. Please be considerate and return the copy as soon as you can.
Week 2 9/8 9/10	T R	Modernization Realities <i>Reading:</i> (1) Norberg-Hodge, H. 1996. “The Pressure to Modernize and Globalize.” In <u>The Case Against the Global Economy</u> , ed. J. Mander and E. Goldsmith, 33-46. San Francisco, Sierra Club Books. <i>Video:</i> “Ancient Futures: Learning from Ladakh” (ML & TS) Colonialism, Corporations, and Capital Controllers <i>Reading:</i> (1) Robbins, Richard H. 2008. “The Rise of the Merchant, Industrialist, and Capital Controller.” In <u>Global Problems and the Culture of Capitalism</u> , 4 th ed., 66-108. Boston, MA: Pearson Education, Inc. <u>Learning from Ladakh write up due at beginning of class</u>
Week 3 9/15 9/17	T R	Neocolonialism, Labor, & Multinational Corporations <i>Readings:</i> (1) Nicholas D. Kristof and Sheryl WuDunn, 2000. “Two Cheers for Sweatshops,” <u>New York Times</u> , 24 September. Available from http://www.eco.utexas.edu/faculty/Hamermesh/sweatshops.htm Accessed 22 August 2006. (2) Gordon, Jesse. 2006. “The Sweat Behind the Shirt: The Labor History of Gap Sweatshirt.” In <u>Globalization: The Transformation of Social Worlds</u> , ed. D. Stanley Asian and Maxine Back Zinc, 97. Belmont, CA: Thomson Wadsworth. (3) Foek, Anton. 1997. “Sweatshop Barbie: Exploitation of Third World Labor.” <u>The Humanist</u> , 1 (Jan./Feb.): 9-13. <i>Video:</i> “Global Village Global Pillage” (TS) <i>Citation Workshop</i>

<p>Week 4 9/22</p> <p>9/24</p>	<p>T</p> <p>R</p>	<p>Development from the Bottom Up <i>Readings:</i> (1) Worakul, Walaitat. 2006. "Dok Khamtai Village Bank Network for Mutual Care." Bangkok: United Nations Development Program. (2) Rahman, Aminur. 1999. "Micro-credit Initiatives for Equitable and Sustainable Development: Who Pays?" <i>World Development</i> 27 (1): 67-82.</p> <p>Development, the State, and Multilateral Institutions: A Case from Brazil <i>Reading:</i> (1) Black, Sherry Salway. 1995. "The Circle of Development and Indigenous Peoples." <i>Western Wire</i> (Fall): 10-14. <i>Video:</i> "Ashes in the Forest," Part 1 (TS & ML)</p>
<p>Week 5 9/29 10/1</p>	<p>T</p> <p>R</p>	<p><i>Video:</i> "Ashes in the Forest," Part 2 & Discussion Exam #1 (covers material 9/1-9/29)</p>
<p>Week 6 10/6</p> <p>10/8</p>	<p>T</p> <p>R</p>	<p>RURAL SOCIOLOGY Contrasting Realities: Rural vs. Urban <i>Readings:</i> (1) Mather, Mark. 2008. "Population Losses Mount in U.S. Rural Areas." Population Reference Bureau, available from http://www.prb.org/Articles/2008/populationlosses.aspx?p=1, accessed 30 August 2009. (2) Whitener, Leslie A. and David A McGranahan. 2003. "Rural America: Opportunities and Challenges." <i>Amber Waves</i> (Feb.): 1-7.</p> <p>Water Disputes in Rural America: The Case of the Ogallala Aquifer <i>Reading:</i> (1) Excerpts from the following book: Ashworth, William. 2006. <i>Ogallala Blue</i>. New York: W.W. Norton.</p>
<p>Week 7 10/13</p> <p>10/15</p>	<p>T</p> <p>R</p>	<p>Restructuring the Great Plains: The Buffalo Commons Proposal <i>Readings:</i> (1) Hyde, Harlow A. 1997. "Slow Death in the Great Plains." <i>Atlantic Monthly</i> 279, 6 (June): 42-45. (2) Popper, Deborah E. and Frank J. Popper. 2006. "The Onset of the Buffalo Commons." <i>JOW</i> 45, 2 (29-34). (3) Egan, Timothy. 2001. "As Others Abandon Plains, Indians and Bison Come Back." <i>New York Times</i> (27 May).</p> <p><i>Video:</i> "Fate of the Plains" and small group discussion</p>
<p>Week 8 10/20</p> <p>10/22</p>	<p>T</p> <p>R</p>	<p>The Industrialization of Food Production: The Case of Pork Farming <i>Reading:</i> (1) Edwards, Bob and Adam Driscoll. 2009. "From Farms to Factories: The Environmental Consequences of Swine Industrialization in North Carolina." In <i>Twenty Lessons in Environmental Sociology</i>, ed. Kenneth A. Gould and Tammy L. Lewis, 153-175. New York: Oxford University Press. <i>Video excerpt:</i> "Hog Farm" (from "Toxic Racism") (TS)</p> <p>Global Food Aid, Agricultural Policy, and Farmers Around the World <i>Reading:</i> Murphy, Sophia and Kathy McAfee. 2005. <i>U.S. Food Aid: Time to Get it Right</i>. Minneapolis, MN: Institute for Agriculture and Trade Policy. **U.S. Food Aid Write Up due at the beginning of class**</p>

Week 9 10/27 10/29	T R	<i>Video:</i> “The Price of Aid” (ML) U.S. Rural Hunger & Poverty <i>Readings:</i> (1) Jensen, Leif. 2006. “At the Razor’s Edge: Building Hope for America’s Rural Poor.” <i>Rural Realities</i> 1 (1): 1-8. (2) Morton, Lois Wright, and Troy C. Blanchard. 2007. “Starved for Access: Life in Rural America’s Food Deserts.” <i>Rural Realities</i> 1 (4): 1-10. <i>Guest Speaker:</i> Montana Foodbank Network (http://www.montanafoodbanknetwork.org/index.htm)
Week 10 11/3 11/5	T R	The Problem of Drugs in Rural America <i>Reading:</i> (1) Donnermyer, Josef F. and Ken Tunnel. 2007. “In Our Own Backyards: Methamphetamine Manufacturing, Trafficking, and Abuse in Rural America.” <i>Rural Realities</i> 2 (2): 1-11. Exam #2 (Covers material 10/6-11/3 only)
Week 11 11/10 11/12	T R	<i>Veteran’s Day—no class!</i> ENVIRONMENTAL SOCIOLOGY Theories of Population & Consumption & Their Impacts on the Environment <i>Reading:</i> (1) Bates, Diane C. 2009. “Population, Demography, and the Environment.” In <i>Twenty Lessons in Environmental Sociology</i> , ed. Kenneth A. Gould and Tammy L. Lewis, 107-124. New York: Oxford University Press.
Week 12 11/17 11/19	T R	Consumption: The Other Side of Population <i>Reading:</i> (1) Schnaiberg, Allan, and Kenneth Alan Gould. 2009. “Treadmill Predispositions and Social Responses: Population, Consumption, and Technological Change.” In <i>Environmental Sociology: From Analysis to Action</i> , ed. Leslie King and Deborah McCarthy, 51-60. Lanham, MD: Rowman & Littlefield Publishers, Inc. <i>Global Footprints Exercise:</i> Prior to class, please go to the following website (http://www.footprintnetwork.org/en/index.php/GFN/) and calculate your global footprint (you can find it under “resources”). Be sure to print out the final ecological footprint summary page from your quiz and bring it to class for submission. Also read through the “footprint basics” section. **Your Ecological Footprint Summary Page due at the beginning of class** Ecotourism, Sustainable Development, & the Environment <i>Reading:</i> (1) Gould, Kenneth A. and Tammy L. Lewis. 2009. “The Paradoxes of Sustainable Development: A Focus on Ecotourism.” In <i>Twenty Lessons in Environmental Sociology</i> , 269-289. New York: Oxford University Press. <i>Video:</i> “Cashing in on Culture: Indigenous Communities and Tourism” (ML)

Week 13 11/24	T	The Development of Fair Trade & Ethical Consumerism + Discussion <i>Readings:</i> (1) Clark, Duncan and Richie Unterberger. 2007. "Ethical Consumerism" and "Fair Trade." In <u>The Rough Guide to Shopping with a Conscience</u> , 3-12, 20-30. New York: Rough Guides, Ltd. (2) "Good Food?" 2006. <u>The Economist</u> , 381 (12/9): 12. <i>Video:</i> "Buyer Be Fair: The Promise of Product Certification" (ML)
11/26	R	<i>Thanksgiving—NO CLASS!</i>
Week 14 12/1	T	Fair Trade Coffee <i>Reading:</i> (1) Utting-Chamorro, Karla. 2005. "Does Fair Trade Make a Difference? The Case of Small Coffee Producers in Nicaragua." <u>Development in Practice</u> 14 (3 & 4): 584-599.
12/3	R	Is "Fair Trade" Coffee Fair and Sustainable? Assessing the Evidence: In-class Small-Group Discussion and Writing Workshop
Week 15 12/8	T	Environmental Justice, Environmental Social Movements, and the Development of First People's Lands <i>Reading:</i> Mascarenhas, Michael. 2009. "Environmental Inequality and Environmental Justice." In <u>Twenty Lessons in Environmental Sociology</u> , ed. Kenneth A. Gould and Tammy L. Lewis, 127-141. New York: Oxford University Press. <i>Video excerpt:</i> "Homeland: Four Portraits of Native Action" (ML)
12/10	R	Course Conclusion & Evaluations Fair Trade Coffee Write Up Due by 5:00 p.m. today!!!
12/15	T	FINAL EXAM: 3:20-5:20 p.m. (Covers material 11/12-12/10 only)

*******CITATIONS & PLAGIARISM*******

To avoid plagiarism you **MUST** cite your sources if you use a direct quotation, statistic, or idea that is not common knowledge. Passing off someone else's work as your own (plagiarizing), even unintentionally, violates the university's code of academic conduct and will result in serious consequences. Citations for direct quotations and statistics **MUST** include a page number. Please see me if you have any questions about citations or plagiarism.

Forms of Citations

For this class, please use the Chicago method of citation, **WHICH I EXPLAIN BELOW!** For the Chicago Style of Citation, two forms of citation are permitted. These are (1) the traditional method of footnotes with a bibliography and (2) the *now generally favored method of parenthetical references with a reference list at the end of the paper.* This guide follows the second, parenthetical reference method. Titles of works cited should be underlined.

Parenthetical References (Turabian, Section 10)

In the parenthetical reference system recommended in this guide, authors' names and dates of publication are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper. This list is arranged alphabetically by author's family names and chronologically within lists of works by a single author. It can be called "References."

A. Here is an example of a parenthetical reference in which you use the author's name in the sentence.

According to Robbins (2005, 21), household debt in the U.S. reached \$8.5 trillion in 2002.

B. Here is an example of a parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author's name used in the sentence:

Smith is an imaginative writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180). Her writing is the finest example of this type of writing.

C. If your quotation is more than two type-written lines, then you should indent it uniformly and single space it (with double spacing between rest of the text and the indented, single-spaced quotation):

Labor migrants who go abroad through unauthorized channels tend to increase their risks of being exploited, though there is some possibility for gaining redress. As noted in the 1980 Thai Labor Code,

Those who deceive others by claiming that they have the ability to find them employment abroad or can send them abroad for training and ask for money or gifts or other benefits from the person they are deceiving must be punished with imprisonment of between three and ten years, a fine of between U.S. \$1,622 and \$5,405, or both (Damrong and Thipin 1985, 37).

Clearly, according to the code, migrants who use or attempt to use an unauthorized mode of recruitment have a limited recourse for obtaining redress from their recruiters.

(***NOTE THE LACK OF QUOTATION MARKS AROUND THE LONG QUOTATION. THEY AREN'T NEEDED AS YOU HAVE ALREADY SET OFF THE QUOTATION BY INDENTING EACH LINE AND SINGLE SPACING IT!)

Examples

The following sets of examples illustrate parenthetical-reference (**PR**) forms for use in the text of your essay and corresponding reference-list (**RL**) entries for when you type the reference list that should be attached to your papers.

Book, Single Author

PR: (Franklin 1985, 54)

RL: Franklin, John Hope. 1985. George Washington Williams: A Biography. Chicago: University of Chicago Press.

Book, Two Authors

PR: (Lynd and Lynd 1929, 67)

RL: Lynd, Robert, and Helen Lynd. 1929. Middletown: A Study in American Culture. New York: Harcourt, Brace and World.

Book, More than Three Authors

PR: (Greenberger and others 1974, 50)

RL: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey, eds. 1974. Networks for Research and Education. Cambridge: MIT Press.

Chapter in a Book

PR: (Taylor 2006, 505)

RL: Taylor, Orville W. 2006. "Globalization and the Caribbean." In Beyond Borders: Thinking Critically about Global Issues, ed. Paula S. Rothenberg, 505-506. New York: Worth Publishers.

Article in an Academic Journal

PR: (Jackson 1979, 180)

RL: Jackson, Rick. 1979. "Running Down the Escalator." Sociological Review 14 (May): 175-84.

Article in a Magazine or Newspaper

PR: (Weber 1985, 42)

RL: Weber, Bruce. 1985. "The Myth Maker." New York Times, 20 October, 42.

Electronic Documents (example extrapolated from information in Section 8)

PR: (Baker and Hunstead 1995)

RL: Baker, Joanne C., and Richard W. Hunstead. 1995. "Revealing the Effects of Race in the Classroom." Internet. Available from <http://www.aas.org/ApJ/v452n2/5309/5309.html>; accessed 29 September 2005.

For electronic documents, if no author is provided, please list the article in your in-text citation using the first three words of its title and the year of publication. In the reference list, again, list the article by the title of the article.

Films and Videorecordings

PR: (DeNonno 1985)

RL: DeNonno, Tony, producer. 1985. Music in the Case. DeNonno Pix. Videocassette.

For further reference, see Turabian, Kate. L. A Manual for Writers. The following website has an extensive list of Turabian's ways of citing various sources, from unpublished personal communications to court hearings to slide shows: <http://writing.colostate.edu/guides/sources/chicago/pop4.cfm>